Appendix B

Sprint Relay TRS, STS, CapTel, and VRS Training Outlines

Appendix B: Sprint TRS, STS, CapTel, and VRS Training Outlines

Sprint TRS Training Outline

Module	Module Description
Module 1	**Orientation** ▪ Objectives ▪ Welcome & History ▪ Future of Sprint ▪ What is Relay? ▪ CA Training ▪ Call Flow Chart
Module 2	**Phone Image** ▪ Objectives ▪ Introduction ▪ Communicating Information ▪ Using Conversational Tone ▪ Managing Dissatisfied Customers
Module 3A	**Overview of System and Equipment** ▪ Objectives ▪ Logging In ▪ Logging Out ▪ Screen Display ▪ Checking for Understanding ▪ Headsets ▪ Modem ▪ Error Correction ▪ Keyboard ▪ Last Typed Macro Feature ▪ English Macros ▪ Spanish Macros ▪ Telephony Terms
Module 3B	**Interactive Terminals** ▪ Knowing Your TTY ▪ Closing a Conversation ▪ Typing Background Noises
Module 3C	**Overview of System and Equipment (FRS Only)** ▪ Malfunctions ▪ Relay Procedures ▪ Confidentiality ▪ Statistics ▪ Handling Obscene Calls ▪ Requesting a Supervisor ▪ Reporting ▪ Macros
Module 4A	**Call Processing Procedures** ▪ Objectives ▪ Your Role as CA ▪ Call Processing for All States

Module	Module Description
Module 4B	**Destinations of Traffic** ▪ Destinations not Allowed ▪ IntraLata Competition ▪ State Differences
Module 4C	**Answering Machines and Audiotext** ▪ Record Feature ▪ Voice Answering Machine ▪ Voice to TTY Answering Machine ▪ Information Line ▪ Audiotext ▪ Voice Mail ▪ Pagers/Beepers (TTY-Voice) ▪ Pagers/Beepers (Voice - TTY) ▪ Variations ▪ Answering Machine Retrieval
Module 4D	**Voice Originated Calls** ▪ Local Call Description ▪ Toll Free and Paid ▪ Paid over Sprint Network ▪ Paid over Alternate Carrier ▪ Variations
Module 4E	**Long Distance Calling** ▪ FONcard ▪ LEC Card ▪ Optional Cards ▪ Pre-Paid Cards ▪ Collect ▪ Third Party ▪ Immediate Credit
Module 4F	**VCO and HCO** ▪ Voice Carry Over (VCO) ▪ Inbound VCO Branding ▪ Busy Line ▪ No Answer ▪ Two-Line VCO ▪ Hearing Carry Over (HCO) ▪ Non-Branded HCO ▪ Branded HCO

Module	Module Description
Module 4G	**Alternate Call Types** ▪ VCO to VCO ▪ VCO to TTY ▪ TTY to VCO ▪ HCO to HCO ▪ HCO to TTY ▪ TTY to HCO
Module 4H	**Customer Database** ▪ Customer Database Feature ▪ Customer Notes Window ▪ UCR Main Menu ▪ Name Submenu ▪ COC Submenu ▪ InterLata COC ▪ IntraLata COC ▪ Billing Method Window ▪ Billing Options ▪ Numbers Submenu ▪ Emergency Numbers ▪ Frequently Dialed Numbers (FD) ▪ Blocked Numbers ▪ Customer Notes
Module 4H	**Customer Database** ▪ Preferences ▪ Answer Type ▪ Language Type ▪ Outdial Restrictions ▪ Macros ▪ Last Number Redial

Module	Module Description
Module 4I	**Variations** • Busy Signals • Poor Connection • No Answer • Request for Information • Speech Impaired • Pacing Voice Customer • Profanity towards CA • Request for M or F CA • CA Knows Customer • Suicide • Abuse • Illegal Calls • Sensitive Topics • Redialing • Switchboards • Young Children • Inbound ASCII • Repeating Information • Request for Relay Number • Restricted Calls • ASCII on Outbound Line • Regional 800 • Two Calling From Numbers • LEC Service Office • Double Letters • Call Waiting • Conference Calls • Three-Way Calling • Changing CAs • 800 Number Referral • Hard-of-Hearing Customer • Call Backs for TTYs • Multiple Calls
Module 4I	**Variations** • Call Modification • Holding • Alternate Language • Typing in Parenthesis • Product Information • Spanish Calls • Voice Customer Hangs Up • Variable Time Stamp • TTY Customer Hangs Up • Conversation being Recorded • Prompting Voice for "GA" • Non-Standard TTY Capability • Internet Characters • TTY does not type "GA" • Cellular Long Distance Calls • Party Line Calls

Module	Module Description
Module 5	**Emergency Call Processing** ▪ Emergency Calls ▪ Non-Emergency Calls ▪ Emergency Incident Form
Module 6A	**Performance and Procedures** ▪ Performance Measurement Plan ▪ Quality Customer Service ▪ Commitment ▪ Personal Effectiveness ▪ Assessment Survey and Replay ▪ Emergency Procedures ▪ Emergency Assistance Form ▪ Checking for Understanding
Module 6B	**Healthy Relay** ▪ Introduction ▪ Analogy ▪ Stretching Exercises ▪ CA Reinforcement ▪ Ergonomic Review ▪ Setting up Workstation ▪ GUAM - Get up and move
Module 6B	**Healthy Relay** ▪ Ergonomic Relief ▪ Slowing the Customer ▪ Overtime Relaxation
Module 7A	**Responding Positively** ▪ Stress Management ▪ Thoughts and Feelings ▪ Relaxing Emotionally ▪ Thinking Powerfully ▪ Exercise ▪ Nutrition ▪ Relaxation/Meditation ▪ Energy Resource Assessment ▪ Suggested Reading ▪ Leader's Notes
Module 7B	**Healthy Detachment** ▪ Interactive Communication ▪ TDD Communication ▪ Potential Stressors ▪ Detaching
Module 8	**Assessing Performance** ▪ Assessment Process ▪ Coaching ▪ Feedback ▪ Pass/Fail Guidelines ▪ Role Plays

Module	Module Description
Module 9	**Supervisor as Trainer and Coach** ▪ Introduction ▪ Objectives ▪ Being a Coach/Trainer ▪ An Adult Learner ▪ Giving Effective Instruction ▪ Feedback
Module 10	**A Healthy Approach to Relay** ▪ Learning Continuum ▪ Adult Education ▪ Dale's Cone of Experience ▪ Elements of Lesson Design ▪ Preparation for Training ▪ Warm Ups ▪ Voice Inflection ▪ Handling Interruptions ▪ Prep for Final ▪ Hearing Thru (TDD - Voice) ▪ Hearing Thru (Voice - TDD) ▪ Voice Thru (TDD - Voice) ▪ Voice Thru (Voice - TDD) ▪ Audiotext ▪ Information Lines ▪ Business Answering Machines ▪ Residential Answering Machines ▪ Beepers ▪ Spanish Answering Machine ▪ TTY Answering Machine

Speech-to-Speech Training Outline

Module		
Module 1	**Orientation**	What is Speech to Speech
	▪ Objectives	Differences from Relay
	▪ Welcome & Introductions	Agent Training
	▪ Description	
	▪ History	
Module 2	**Speech to Speech Customers**	Varying Speech Patterns
	▪ Objectives	Voice Synthesizers
	▪ Introduction	Types of Calls
	▪ Phone Image	Transparency &
	▪ Characteristics of Speech to Speech Customers	Confidentiality Phrases
	▪ Breaking the Stereotypes	
Module 3	**Attributes of STS CAs**	Caller Control
	▪ Objectives	Sensitivity and Understanding
	▪ Patience	
	▪ Concentration	
	▪ Listening Skills	
Module 4A	**Call Processing Procedures**	
	▪ Objectives	
	▪ Your Role as CA	
	▪ Billing	
	▪ Directory Assistance	
	▪ Changing CAs	
Module 4B	**Answering Machines and Audiotext**	
	▪ Answering Machines	
	▪ SA to SD Answering Machine	
	▪ Busy/Disconnects	
	▪ Audiotext Message	
	▪ Pagers/Beepers	
Module 4C	**Emergency Call Processing**	
	▪ Emergency Services	
	▪ EM Numbers	
	▪ Emergency Incident Form	
Module 4D	**Variations**	Using GA
	▪ Outbound to Relay	Spelling
	▪ Personal Conversations	Announcement
	▪ Operator Calls	900 Calls
	▪ Talking on Hold	Request to Hold
	▪ Keeping the Customer Informed	SD to SD through STS
	▪ Differentiating STS and Relay	Non STS Calls
	▪ Outdialing to STS	

Sprint CapTel Training Outline

1.0 Training Summary Outline

1.1 Introduction/Tour
Introductions: Lead trainer, training assistant, Call Center director, and other administrative personnel that may be involved in the first day of training. Prospective CAs are given a tour of the building and the facilities. Each individual is given a security passkey and shown how to use it. The CTI building is a secured facility and the passkey is needed to enter the parking lot after normal business hours, enter the building and gain access to the Call Center floor by stairway or elevator.

1.2 Human Resources Overview
The Human Resource coordinator meets with each group to go over required employment paperwork for the State of Wisconsin, Call Center policies, non-disclosure agreement, confidentiality requirements, expected standards that must be met to pass out of training, and current scheduling needs.

1.3 Videos
Several videos are shown to better demonstrate the job of a CA and how the technology works and how it provides improved communication for our clients. After each video, questions are answered or clarified as needed.

1.4 Mini Demonstration *CapTel* Phone
A brief explanation of the *CapTel* phone and the captioning system is given including commonly used terminology when referring to each party involved in a call. Each trainee is then able to place a short call to experience using the *CapTel* phone. This helps individuals to better understand what we are asking them to provide our clients and what the client experiences.

1.5 Introduction - Developing a Personal Voice Profile
Developing a personal voice profile is the most important step to successfully process *CapTel* calls. CAs are given specific instruction as to how to speak, how to sit, and how to utilize the computer and headset to gain optimal accuracy.

1.6 Introduction - Training Program
The *CapTel* training program allows individuals to listen to various pre-recorded scripts and "re-voice" what they hear directly into the recognition program. Individuals are coached to focus on developing the proper re-voicing technique. This simulates the conversation or voice of the hearing person and having to repeat those words to the computer accurately. Through the progression of various training scripts CAs work to improve their speed of speech while maintaining accurate pronunciation of words based on each script.

1.7 Introduction - Call Handling Tools

Macros are utilized to aid in the speed and accuracy of calls. CAs listen to pre-recorded scripts that consist mainly of macro type words and learn to utilize the macros accordingly.

1.8 Introduction - Call Handling Skills –Pacing a Conversation
CAs are introduced to further call handling skills that allow them to pace various calls in order to provide accurate captions.

1.9 Introduction - Call Handling Skills – Inserting Words
CapTel trains its CAs to insert particular words that the Voice Recognition is not able to caption successfully or in a consistent manner. These words include such things as people's names and regional cities and towns.

1.10 Introduction – How to Handle Various Recordings
CAs are introduced to various types of calls and how to handle each. The importance of verbatim transcription, confidentiality, accuracy and speed are reviewed. CAs view a demonstration by the training assistant, and then each CA is assigned scripts relating to answering machines and automated recordings.

1.11 Introduction & Demo of *CapTel* Conversation
Each trainee observes each end of the "telephone call", (CA, *CapTel* user, hearing person). Each CA assists in making "live" calls to other trainees. This encourages each CA to observe and experience what our clients experience on every call. It also allows the CA who is captioning an opportunity to practice their learned techniques on more realistic, true to life calls.

2.0 Introduction to Call Simulation
Live call simulation allows CAs to gain exposure to real incoming calls landing on the production floor, however they do not interfere with the quality of captions going to the *CapTel* user. New CAs are paired with experienced CAs on the production floor to observe and listen to live calls.

2.1 Call Simulation-Timings
CAs are placed into a rotation of call simulation and receive their first official timing for speed and accuracy baseline timings provide a progress report for each CA and develop a list of improvement areas. This measures the quality and accuracy of re-voicing.

2.2 Review of Baseline Timings
Training Scripts are assigned to the group. One at a time, each CA meets with the trainer to review their baseline timings. Feedback and review of standards and expectation are given.

2.3 Introduction to Correction Tool
The correction tool is introduced to provide CAs with another opportunity to provide the highest quality captions.

2.4 Review Training Elements
CAs meet as a group with the trainer to review the various elements that enable them to provide the quality of captions we expect from each CA.

3.0   Monthly Timing Policy

CTI's monthly timing policy is reviewed with all CAs. The importance of successfully passing these timings is emphasized.

3.1   Call Simulation-Timings

CAs are placed into a rotation of call simulation and receive an official timing. This second timing is a base-line timing in which re-voicing accuracy and call handling skills along with the ability to correct errors are evaluated. Each CA is unaware of when the timing will occur.

4.0   Production Floor Orientation

Current supervisors meet with the group of CAs to go over specific Call Floor procedures, expectations, break adherence, time clock, lockers, emergency plans, and point of contact individuals for questions and assistance.

CAs continue to progress onto the production floor and practice in the training room as needed. CAs are timed each day and progress is reviewed until a CA meets the expected standards or it is determined the individual is not suited for the position. Action is taken as necessary.

Video Relay Service Training Outline and Qualifications

All Sprint VRS interpreters are qualified and will adhere to the Registry of Interpreters for the Deaf (RID) Code of Ethics. The VRS interpreter qualifications are listed below:

- Certified by the NAD at levels III, IV, or V or certified by RID as IC/TC, CI, CSC, LSC or MSC or demonstrated State equivalent. (Note: In rare instances, VIs may process Sprint VRS calls prior to certification based on qualifications and interpreting skills).
- Possess English language skills at a college level.
- Observe strict confidentiality guidelines using RID's Code of Ethics.
- Function in a totally transparent mode.
- Possess strong receptive and voicing skills.
- Possess sensitivity to the needs of the Deaf, Hard of Hearing and hearing parties
- Have a wide range of experience working in the deaf Community utilizing ASL, PSE and Signed English Community utilizing ASL, PSE and Signed English communication modes in social, economic, and educational settings.
- Possess interpreting experience for persons who have minimal language skills.
- Possess computer literacy, including familiarity with current Windows operation system, and be able to operate computer and video equipment.
- Exhibit superior customer service skills.
- Posses the skill to conduct video interpretation sessions with a wide range of individuals.
- Have a good command of English grammar and composition.
- Possess clear and articulate voice communications.
- Be familiar with speech and disability cultures, languages, and etiquette.
- Possess the ability to work under pressure.
- Be capable of working in a multi-tasked environment.
- Have the skill to conduct telephone conversations with a wide range of individuals.
- Be a citizen of the U.S. or an alien who has been lawfully admitted for permanent residence as evidenced by the INS Permanent Resident Card (INS Form I-551).
- Successfully completed, as a minimum, training to include deaf culture, American Sign Language, sensitivity to the capabilities and needs of people with speech impairments, the VI's role in the relay process, and training in interpersonal skills to handle difficult or stressful conversations.
- Beginning college level skills in English grammar and diction.